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A virtue of it is that only one English rendering of each Latin word is given, when one is sufficient to tell the meaning of the Latin. In the case of words which show several more or less distinct significations in the Gallic War several translations are given; there is, however, no effort to show the order in which the meanings were developed. There is nowhere any note of derivation or word-relationship. The translations selected are, as a rule, good with respect to the passages in which the words occur; they do not distinguish the basic meanings of the words. Idioms are treated with the greatest freedom and completeness, whether idioms of the Latin language or phrases calling for idiomatic English translation. A few errors have crept in: for example, in the phrase *ab tanto spatio*, *ab* is treated as a preposition governing the ablative and meaning "at a distance of". The evident intent everywhere is to be immediately practical rather than philologically accurate. There is no indication of the relative frequency of words, or of the several significations of an individual word; there are almost no references to specific passages. An economy familiar in European vocabularies is noteworthy, which might well be imitated in this country: in the principal parts of verbs the infinitive ending is not given, but the conjugation is indicated by a figure in parentheses.

While American schoolbooks are as they are, we shall probably have little use for a separate publication such as this. When the millennium comes, perhaps we shall have School texts without vocabularies.

COLLEGE OF THE CITY OF
NEW YORK.

BARCLAY W. BRADLEY.

An Introduction to Greek Reading. By G. Robertson.

Cambridge: at the University Press (1915).

Pp. x+113. 65 cents.

This is an interesting and suggestive little volume in which the author advocates a bold departure in teaching the first steps in Greek reading. The worthy object of the book is to arrive as soon as possible at the actual reading of Greek. This approach, the author believes, lies in a new treatment of the Greek vocabulary. Whereas formerly the meanings of the Greek words have been taught by giving immediately their English equivalents, the author would, wherever possible, give some English derivative of a new word and work back through this to the meaning of the Greek form. For example, antagonist, misogynist, hydropathic, epitaph, tactics, hegemony, panorama readily yield under proper treatment the respective meanings of *ἀγών*, *γυνή*, *ὑδωρ*, *τάφος*, *τάσσω*, *ἡγεμών*, *ὁράω*. This method fixes the Greek word firmly in the memory, clarifies the English, and keeps the attention of the pupil alert, all through the pleasant process of recognition. The plan works well in a surprising number of words. The sense of remoteness of the Greek vocabulary from the English, not felt in Latin, is modified and the reaction on the knowledge of both languages is stimulating and suggestive. The method, however,

is pushed too far when the High School boy is expected to find light in autochthonous, xylonite, etymology, methyated, amethyst for the meanings of *χθών*, *ξύλον*, *ἐσδίζω*, *ὄλη*, *μεθύω*. When the English meanings are unknown to the student or the connection between the Greek and the English meanings is remote, some mental confusion and waste of time must result. The rational basis of the whole scheme should also be critically examined. It is probably sounder teaching to ask a student to trace the development of meaning from root to derivative rather than to reverse in Greek the natural method followed in all his other subjects of study. Other plans for this 'indirect' teaching of Greek vocabulary are used by the author when his special method will not work. He frequently explains Greek by means of Greek already known, as Dr. Rouse does in his Vocabulary, and takes advantage of the regularity and facility in formation of Greek compounds to explain and form new words. Only in the last trench does he give the English meaning outright.

The book is divided into two parts. Part I contains the minimum of Greek formal grammar necessary for the beginning of reading. A thorough preliminary knowledge of elementary Latin is assumed, so that full advantage is taken of the syntactical similarities between the two languages. It is improbable that the book could be successfully used as a primer in American Schools, owing to the extreme compression of this grammatical treatment. Practice sentences in Greek and English are also desirable. Very long vocabularies, however, are listed under each declension of noun and adjective, every Greek word preceded by the English meaning and an English derivative. An industrious teacher has here ample material to make his own drill sentences. Part II contains some thirty extracts from Greek authors, of graduated difficulty, in prose and the simpler verse forms. These selections are interesting and not too difficult, and give an inviting glimpse even to the beginner of the variety of Greek literature.

This book would prove very stimulating and suggestive to every teacher. If, in some fashion or other, Greek words could be taught with constant reference to their English derivatives, the belief of the author would be justified that no student "could fairly complain of wasted time at whatever stage he might be compelled to discontinue his study of Greek".

COLUMBIA UNIVERSITY.

KATHARINE C. REILEY.

THE CLASSICAL ASSOCIATION OF THE PACIFIC STATES

For a number of years there have existed on the Pacific Coast three local Classical Associations, The Classical Association of the Pacific Northwest, The Classical Association of Northern California, and The Classical Association of Southern California. During the past year plans have gradually been matured for a merger of these three bodies, and at a meeting held in Berkeley, California, on July 12-13 last,

a new association, named The Classical Association of the Pacific States, came into being. A fourth association has, accordingly, been added to the three strong Classical Associations already in existence—The Classical Association of New England, The Classical Association of the Atlantic States, and The Classical Association of the Middle West and South, and now the entire territory of the United States is covered by four bodies of classical teachers.

The new Association has become affiliated with The Classical Association of the Middle West and South, its next neighbor, which has offered it generous terms.

The area covered by The Classical Association of the Pacific States is not fully defined, but will include at least the States of Washington, Oregon, California, Arizona, and Nevada; the Association is divided into three Sections (Northern, Central, and Southern), and each of these will continue to hold meetings within its own territory.

The officers elected for the year ending August 31, 1917, are as follows: President, Professor Kelley Rees, Reed College, Portland, Oregon; Vice-Presidents, Professor F. C. Taylor, Pacific University, Forest Grove, Oregon, Professor B. O. Poster, Stanford University, California, and Dr. Walter A. Edwards, Los Angeles Junior College, Los Angeles, California; Secretary-Treasurer, Professor Monroe E. Deutsch, University of California, Berkeley, California; Members of the Executive Committee, Miss Elizabeth Freese, San Diego Junior College, San Diego, California, Professor James T. Allen, University of California, Berkeley, California, and Dr. Andrew Oliver, Broadway High School, Seattle, Washington. The following editorial representatives on The Classical Journal were also chosen: Managing Editor, Professor Herbert C. Nutting, University of California, Berkeley, California; Associate Editors, Miss Bertha Green, Hollywood High School, Los Angeles, California, Miss Julianne A. Roller, Franklin High School, Portland, Oregon.

In addition to the organization of the Association, the adoption of a constitution, and the election of officers, the following papers were read: A Neglected Argument for the Classics, Dr. W. J. Wilson, College of the Pacific, San Jose, Cal.; Where the Fastenings are Weakest, Professor Monroe E. Deutsch, University of California; The Latin Deponent a Middle Development, Professor F. C. Taylor, Pacific University, Oregon; Efficiency in the Latin Course, Miss Anna B. Christian, San Diego High School, Cal.; The Significance of Latin as a Language, Professor Jefferson Elmore, Stanford University; Bridging the Gaps, Professor Clifton Price, University of California.

MONROE E. DEUTSCH, *Secretary*.

THE EPISTOLARY USE OF PAST TENSES

IN THE CLASSICAL WEEKLY 9.47 Professor R. G. Kent cites the case of a boy five years of age, who, in writing to his uncle on a certain day of the events of that day, expressed himself as follows: "I had some popcorn *yesterday*". When corrected, the boy justified the phrasing of his letter by saying "It *will be yesterday* when uncle reads it".

A still closer approach to the Latin epistolary use of the past tenses may be found in the following usage. The writer, on his arrival home, sometimes finds awaiting him a note to this effect: "I *have gone* to the city. Will be back at four". At the time the note was written, going to the city was merely prospective;

the past tense sets forth the situation as viewed from the present of the person reading the note.

UNIVERSITY OF CALIFORNIA.

H. C. NUTTING.

NOS AND NOSTER FOR EGO AND MEUS

The statement that these substitutions are paralleled by the 'editorial we' of English certainly leaves much to be desired. If the feeling of the writer is correct, the editorial use of 'we' is really a violation of English usage—that is, if the editor is using it palpably to clothe his own personal view.

In Latin, of course, these substitutions are made with the greatest freedom, and in almost any style of composition. In fact the interchange is so easy that combinations such as Cicero, Cato Maior 5 are not infrequent; Quocirca si sapientiam *meam* admirari soletis . . . in hoc *sumus sapientes*, quod naturam optimam ducem tamquam deum *sequimur*.

The only free and idiomatic substitution in English noted by the writer is found in the language of the small boy, who, seeing another eating an apple, entreates "Give us a bite". This parallel is probably a better guide to the Latin feeling than is the editorial 'we'.

UNIVERSITY OF CALIFORNIA.

H. C. NUTTING.

THE CLASSICAL CLUB OF PHILADELPHIA

The 22 year of The Classical Club was inaugurated on Friday, November 3, by a meeting at which Dr. T. L. Compartment, of the United States mint, read a most interesting paper on The Roman Aes Signatum.

Dr. Compartment discussed the various theories advanced in explanation of these great bars, as well as the bars themselves, and the significance of the designs stamped upon them.

His conclusion was that, since certain of the bars gave evidence solely of Greek art, they had nothing in common with Roman coin-types and were in fact trade-marked commercial ingots designed for use in the metallic arts.

B. W. MITCHELL, *Secretary*.

THE WASHINGTON CLASSICAL CLUB

The Washington Classical Club met on November 11, at Gunston Hall, and enjoyed a very interesting paper by the Reverend John F. Quirk, S.J., Professor of Philosophy at Georgetown University, on Actius Sincerus Sannazarius, a Vergilian of the Renaissance. Father Quirk sketched the life of the poet, enumerated his works, and dwelt at some length on his master work, De Partu Virginis, an heroic poem in praise of the Incarnation, in which Sannazaro consciously imitated Vergil. The speaker cited phrases which have the true Vergilian ring, and presented striking passages in verse-translations of his own. The library of Georgetown University lent for the occasion a copy of Sannazaro's poems, dated about 1790, which was bought recently in Boston for the sum of four cents!

MABEL C. HAWES, *Secretary*.

PARALLELS

In 211 B.C., Hannibal endeavored, by marching upon Rome, to distract the Romans from the siege of Capua. But the Romans called back only a part of